SCALED

Supporting Content and Language Learning across Diversity

SCALED COURSE



The SCALED course aims to promote equity, antidiscrimination, and inclusion in language education through increasing accessibility and universal design in course planning, design and implementation. It focuses on diverse learners, including learners with special needs. The course is available in a <u>book/file</u> <u>format</u> and as an <u>online course for distance learning</u>.

Course Contents:

Module 1: Responding to diversity: Inclusion and accessibility,

Module 2: Accessible learning: Universal Design for Learning,

Module 3: Accessible learning: Instructional accommodations,

Module 4: Universal Design for Learning: Accessible and usable digital learning materials – documents,

Module 5: Universal Design for Learning: Accessible and usable digital learning materials – multimedia, **Module 6:** Universal Design for Learning: Accessible

online learning platforms, **Module 7:** Making language education accessible to students with ADHD, Autism, and Dyslexia,

Module 8: Making language education accessible to visually impaired and blind students,

Module 9: Inclusive and accessible Language Assessment,

Module 10: Making language education accessible to students with diverse language and cultural background.

Project coordinator: University of Warsaw Project partner: OsloMet









FINAL SCALED CONFERENCE: Inclusion and accessibility in language education 2

Final Conference and SCALED Course Launch:

15-16 June 2023, University of Warsaw, Poland Venue: Vienna House Mokotów Hotel, Warsaw, Poland

Project Website



'Good Practices' Report



Final SCALED Conference

SCALED Course



SCALED Friends

The project is promoted and supported by SCALED friends and interested groups from 5 countries in and outside Europe spanning three continents.

The SCALED project benefits from a EUR 100,266 grant from Iceland, Liechtenstein and Norway through the EEA Grants. The aim of the SCALED project is to create an online course preparing teachers for inclusive teaching, universal design for learning, and increasing accessibility in language education, especially with regard to students with Special Educational Needs.